DOCUMENT RESUME

ED 205 719 CE 029 692

AUTHOR	Smith, Gwen J.; And Others
TITLE	Career Planner: A Guide for Students with Disabilities.
INSTITUTION	Chaffey Coll., Alta Loma, Calif.
SPONS AGENCY	Department of Education, Washington, D.C.
PUB DATE	81
NOTE	51p.; This text is also available in Braille, large print, and tape cassette: see reverse of title page for ordering information.
AVAILABLE FROM	Educational Resource Center, ATTN: Loma Hopkins, Chaffey College, 5885 Haven Ave., Alta Loma, CA 91701 (free while supply lasts).
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; Career Choice; Career Education; *Career Planning; *Disabilities; *Information Seeking; *Information Sources; Inquiry; Interviews; *Job Analysis; *Job Development; Job Skills; Medical Case Histories; Postsecondary Education; Role Models; Secondary Education; Self Evaluation (Individuals); Vocational Aptitude
IDENTIFIERS	*Vocational Evaluation

ABSTRACT

Intended as a guide for students with disabilities who wish to enter the work force, this handbook is designed to help gather both information about the student and information to help choose a job. Chapter 1 concerns collecting health/medical information. Chapter 2 focuses on collecting vocational information--information about general job interests, skills, and abilities--through vocational evaluation. Job analysis is discussed in chapter 3; the process is described, and sample and completed job analysis forms are provided. Chapter 4 addresses job modification, including employer cooperation and information services dealing with adaptive equipment or assistive devices. Chapter 5 discusses role models and locating and interviewing them for information on jobs. Some role models are listed together with their addresses, phone numbers, and brief description. Chapter 6 provides a sample list of organizations for further assistance. Some tips for a telephone conversation on written request for information are given. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED205719

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert Harris

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CAREER PLANNER: A GUIDE FOR STUDENTS WITH DISABILITIES

by

Gwen J. Smith
Adam Berenson
Sharlene Smith

Developed as partial fulfillment for a
Vocational Education Project No. CC-3-0-452
Under Subpart 3 of P.L. 94-482

Robert M. Harris, Project Director

Loma J. Hopkins, Project Manager

Educational Resource Center
Chaffey Community College
5885 Haven Avenue
Alta Loma, CA 91701

1981

CE 029 672

This project was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

Typesetting by: Sharp Composition Service
Typed by: Connie Bredlau
Graphics by: Judy Heaps

This publication is also available in Braille, large print, and tape cassette. Requests should be directed to:

Braille:

Pomona Valley Transcribers Guild
c/o Ontario Public Library
215 E. 'C' Street
Ontario, CA 91764

Large Print: [redacted]

Chaffey Community College (free)
Educational Resource Center
5885 Haven Avenue
Alta Loma, CA 91701

TABLE OF CONTENTS

FOREWORD 1

INTRODUCTION. 2

1. HEALTH INFORMATION 4
   Sample Form 6

2. VOCATIONAL INFORMATION 8

3. JOB ANALYSIS. 12
   Sample Forms 16

4. JOB MODIFICATIONS 24
   Assistive Devices 26
   Sample Forms 28

5. ROLE MODELS. 32
   Sample Letter 34
   Resource Contacts 36

6. RESOURCES FOR FURTHER HELP 38
   Sample Letter 41
   Resource Contacts 42

SUMMARY 47

FOREWORD

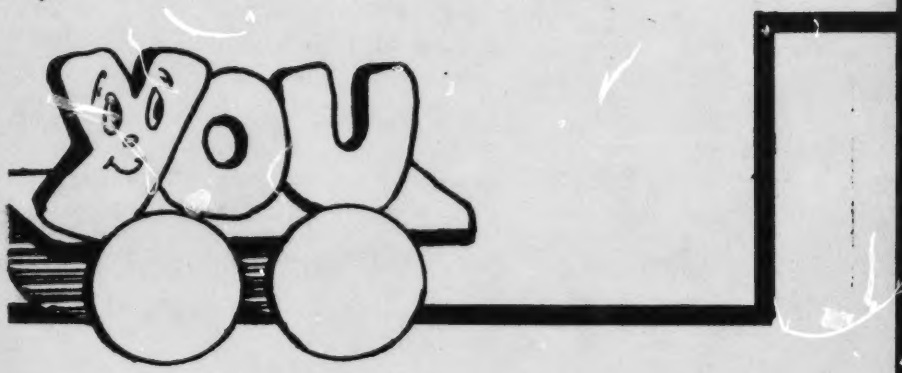
This is an exciting time for those of us who are putting this guide together. The United Nations has declared 1981 as the International Year of the Disabled. The theme for the year is "Full Participation of Disabled Persons in the Life of their Society." Communities are encouraged to work with agencies at their local level. In California, both the Governor's Committee for Employment of the Handicapped and the Department of Rehabilitation will offer assistance and guidance to interested groups and individuals.

This guide is meant to encourage you to look at yourself as an able individual, instead of a disabled person. Disabled persons are individuals with the needs, interests and abilities to function in a society that, traditionally has had little or no expectations for them. In fact, it has often been considered unusual for a disabled person to expect to work or even get around in the community.

Along with opportunity comes the responsibility of making choices. Hopefully, this guide will provide you with many opportunities to make choices about the most important person in your life—**YOU**.

The authors wish to thank the following people at Chaffey College for their special support in this project:

Connie Bredlau, Senior Typist Clerk
Sharp Composition Service, Typesetter
Preston Chipps, Vocational Evaluator
Cecile Davis, Physical/Communicative Disabilities Resource Specialist
Frances Force, Learning Assistant
Judy Heaps, Graphic Artist
Pat Larson, Resource Technician
Laura Stewart, Teaching Assistant
Nancy Swanson, Teaching Assistant
Marian Tyler, Instructional Specialist



INTRODUCTION

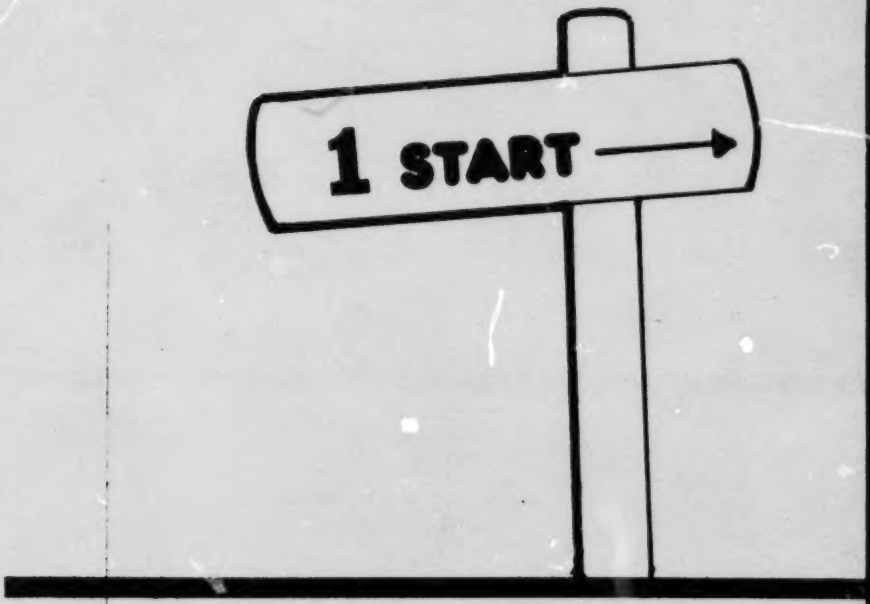
You have chosen to use this guide because you are thinking about entering the world of work.

Each of you has some idea of what it is like to be a worker. You know people who work at many different kinds of jobs. Some of those jobs look interesting and you think about how you would perform in the same job.

This handbook is meant to be a guide for career planners who wish to enter the work force. For some of you, this will be a first visit. For others, who have worked before, this will be a return trip. The most important thing to remember is that YOU are in charge of this trip.

We believe that all career planners have a common interest. They want to find out as much as they can about themselves and decide where they want to go in the world of work. Work may seem to be only a small part of our lives; however, our work choices affect our lives in many ways. Who we spend our time with, where we live, and how happily we live are decided by the work we do.

Planning for a career is a research project for you. You are going to gather two kinds of information. One kind of information is about yourself. The second kind is about how to find information that will help you to decide on a particular job. The most interesting person in the world is YOU, so this should be an exciting project.



HEALTH INFORMATION

You are ready to start by first getting information about your health. A good place to begin is with your family doctor. If you don't have a doctor, check with your school health service or your county health department. These agencies can connect you with other health services. County offices are listed in the white pages of the telephone directory under the name of the county. (Example – Los Angeles, County of.)

You will need to have up-to-date information about yourself. A yearly checkup is important. When you see the doctor, it is up to you to get the information you want. You also have important information to give the doctor. Together you can become partners in staying healthy!

Make a list of questions to ask the doctor, so that you will remember everything you want to know. Your doctor or health department can become important resources.

The sample health information form may serve as a guide to help you and your counselor. The form will provide you with practical knowledge about your physical health.

CONFIDENTIAL HEALTH INFORMATION

Name (last) (first) (middle) (birthdate)

Address (city) (state) (zip code)

Telephone Number (area code)

Date of last physical examination

Name of Doctor

Address (city) (state) (telephone)

Check any disease or condition which you now have or have had in the past.

Allergy	☐	Heart Disease	☐
Asthma	☐	Polio	☐
Convulsions	☐	Rheumatic Fever	☐
Diabetes	☐	Tuberculosis	☐
Epilepsy	☐	Vision	☐
Headaches	☐	Hearing	☐
Cerebral Palsy	☐	Dental	☐

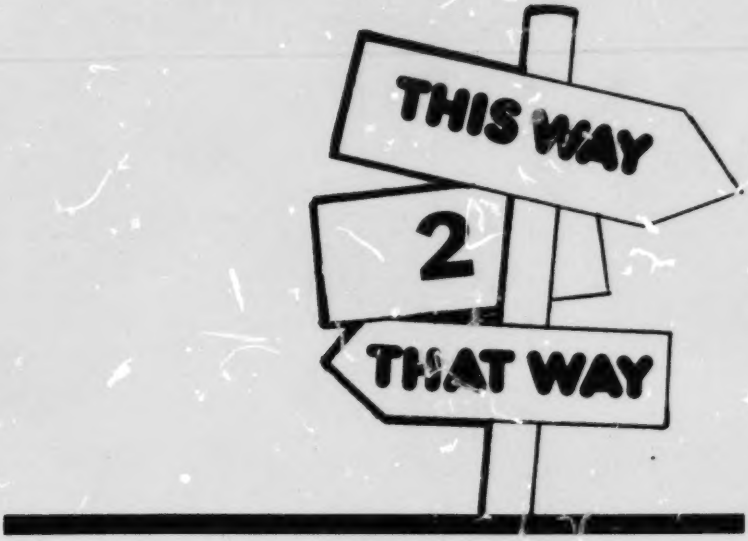
Name any other serious illness, injury, operation or disabling condition, and put an approximate date or the age when it happened.

Name any medication(s) you are taking:

Can you describe any other disability which interferes with career plans you want to make?

Date this form completed

Name of Doctor



VOCATIONAL INFORMATION

In Chapter 1, we talked about collecting health/medical information. Now, you will begin to collect vocational information. That is, information about your general job interests, skills and abilities.

The process described is usually called a **Vocational Evaluation.** This term may not be familiar to you. After you have finished this chapter, you will have a better idea of what a vocational evaluation is. The evaluation can help you to make better career decisions.

Basically, a vocational evaluation is the process of finding the right job or career for yourself. During a vocational evaluation you ask yourself such questions as:

1) What do I like to do?
2) What do I know how to do?
3) What have I done in the past?
4) What assistance will I need?

A vocational evaluation is a way for you to discover enough about yourself, so that you can make better choices about a job or a career.

It's possible, of course, that you have no idea about what kind of work you want to do. You may never have thought about getting a job. You may even have been told that you can't work and that there are no jobs for you. In a vocational evaluation you will find that everyday abilities and skills are useful on a job.

The purpose of a vocational evaluation is to let you know about those skills that can be used on a job. For example, you may have had an erector set when you were young and now you like to play around with gadgets. A vocational evaluation will point out that this kind of interest and ability means that you have good manual dexterity. This is an ability to use your hands to produce something. You might use this skill to assemble a lamp or use a soldering gun. This could lead to a job as an assembler.

A person who enjoys physical activities usually does a lot of walking, lifting or carrying. A janitor, a construction worker, a waitress or a nurse's aid does these things as a part of the job.

A vocational evaluation can be exciting. You can find out something new about yourself and use that information to see how many suitable jobs are available.

The **Vocational Evaluator** is a person who can be your partner in discovering the things you need to know about yourself. The evaluator is trained to assist you in this process. The evaluator will give you some tests and problems to work on. These are called ability tests, interest tests, and work sample tests. Some of the tests are written, but most of them are "hands on."

If the word **TEST** means a big, red stop sign, think about this—these are not tests that you can pass or fail. The test results are for YOUR information. Think green for go.

Ability tests are designed to find your strongest and weakest areas. A strong ability in math, for example, could lead to a career in bookkeeping or accounting. Salespeople also use math abilities.

An **interest test** can help you discover what kinds of jobs you would like best. One man, who had been a baker for a long time, took a test and found that he had a strong interest in science. A young woman, who planned to be a lawyer, found that she really had more interest in business machines.

Work sample tests are just what they sound like—a sample of what a particular job requires. Have you ever gone into an ice cream store and asked for a taste of the flavor of the month? You were checking it out before you spent your money on a whole scoop. You were using an experience to give you information before you made a decision. A work sample involves the same decision making process.

Should the Vocational Evaluator ask you to stand on first one foot and then the other, he/she is checking your balance. If your balance is poor, you would not want to become a window washer. If your balance is good, then you can add that to your list of strengths, when you are planning your career.

Another example is checking your vision. A combination of good eyesight and manual dexterity could lead to a job repairing watches.

Some of this information is based on "common sense." This means your "common sense" continues to improve because of your experiences. You will learn to trust your own judgment, as you gain more experiences to back you up.

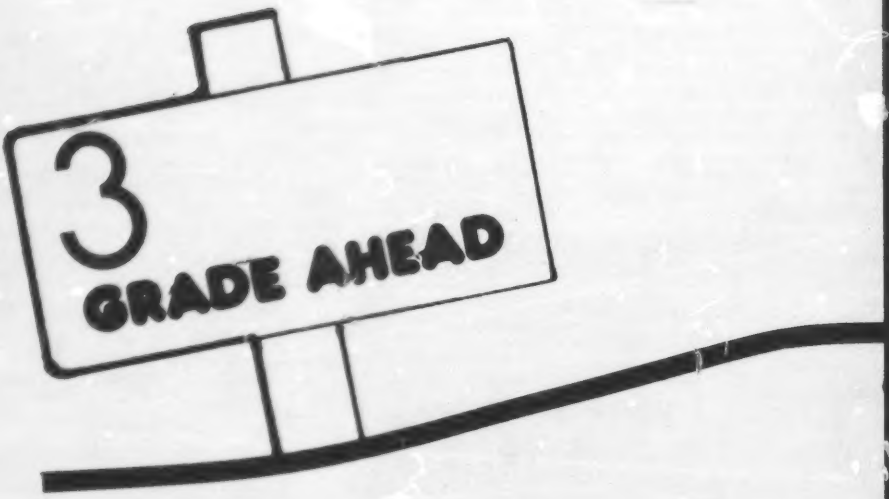
Probably, the first thing a Vocational Evaluator will do is spend time talking with you. Most people enjoy talking about themselves. That is exactly what the evaluator wants you to do—talk about you.

What do you like to do?
What kind of people do you like to spend time with?
Do you like to stay up late at night or get up early in the morning?

Sometimes the smallest thing can give a clue to the kind of work that will suit you best. You and the Vocational Evaluator are teammates in discovering your skills, abilities and interests. Now that you have a general idea about vocational evaluations, you need to know where to get one. You have several choices:

1) Check at your school's career center. They may not call the process vocational evaluation. If you tell them you want to plan a career, they will take it from there. Counselors and teachers can be good resources in your search for the right career.
2) See a Rehabilitation Counselor at the State Department of Rehabilitation. You will find the address for your local Department of Rehabilitation office in the white pages of your telephone book under "California, State of." You may qualify for other services besides a vocational evaluation. The Rehabilitation Counselor can provide you with a client handbook. He/she may also offer other suggestions to help you meet your career goals.
3) Local Employment Development Department offices offer career counseling and some vocational testing.
4) A few private agencies, generally called rehabilitation workshops also offer vocational evaluations.
5) Check the county Social Service Department, the Veteran's Administration (if you are a veteran) or any local vocational training programs for available services.

Tell each agency or individual you reach exactly what you are trying to accomplish. You may not be used to talking this much to agency people. It will take practice and you may want to role play with a classmate or friend. Remember, this is another chance to take charge of your life. Be courteous, but firm and sincere. Above all, don't get discouraged.



JOB ANALYSIS

The vocational evaluation will give you more information about yourself. Then you will have a better idea about what kinds of jobs you can do and which ones are most interesting. It may be that you and the vocational evaluator have decided on several jobs. Now, you are ready to do a job analysis.

Job Analysis is a term that means finding out about a job. When you do a job analysis, you may decide to go to the place where that particular job is being done to watch a person at work. For example, if you wanted to find out what a shoe salesperson does,

you would go to a shoe store and observe a salesperson. You would soon have an idea of how much walking, talking, sitting and standing is involved in the job. If you get a chance, talk to the salesperson about the job. You can never be exactly sure what a job will be like unless you actually do it. Doing a job analysis can help you make a better decision.

There are a lot of things you can find out by doing a job analysis. A job analysis can answer these questions:

1) How much does the job pay?
2) How close is this job to where I live?
3) How much training do I need for this job?
4) Is there anything I've done that will help me on this job?
5) What are the physical requirements of the job?
6) What kind of medical and dental benefits does the job offer?

The important thing is to find out as much as possible about a job before taking it.

A job analysis form enables you to get some basic information about interesting jobs. This chapter will explain the items on a job analysis form. It includes a completed job analysis and a blank form for your future use.

At the top of the first page of the form, there are blanks to be filled in—

1) **Job title**
2) **Name of company**
3) **Address**
4) **Telephone number**

The rest of the form asks for more details about the job itself.

On your sample form, circle the letter(s) that describe the requirements for the job you are analyzing. For example, if you wanted to be a telephone linesperson, part of your job would be climbing and carrying. Walking, using the telephone, and using hand tools will probably also be required. So, under

5) **Job Requirements** you would circle at least five letters.
6) **Working Conditions**, and
7) **General Information**, complete page 1 of the job analysis.

The second page asks you to describe the job.

8) **Work Activities/Work Situations** asks:
   What are your duties? What will you be doing?
9) **General Educational Development/Preparation and Training** asks: How much training or education is needed for this job?
10) **Possibility for Adaptation** asks you to find out if changes can be made for you to do a job you wouldn't be able to do otherwise. For example, if you are deaf, find out if

you could receive written, rather than oral instructions. If you are in a wheelchair, see if any part of the job requires standing. Perhaps that part of the job can be adapted so it can be done sitting down. These are examples of job modifications which will be discussed in Chapter 4.

The last two categories are:

11) **Salary and Benefits** and

12) **Traveling time.**

Sometimes medical and dental insurance, paid vacation and holidays are provided. These are benefits that help extend your paycheck. The time spent getting to and from the job also affects your paycheck. Traveling distance may be so great that the costs of transportation must be considered.

The completed job analysis form is for a person doing assembly work at the Scuba Gear Air Supply Company. This assembler prepares equipment to be used to supply air to divers and firepersons.

Copy the blank job analysis form as many times as you need, to practice on jobs you are interested in doing. You may want to ask your teacher or counselor to help you complete these forms.

JOB ANALYSIS

1) JOB TITLE _____

2) NAME OF COMPANY _____

3) ADDRESS _____

4) TELEPHONE NUMBER _____

5) JOB REQUIREMENTS. Circle the letters of those required.

A. Adding
B. Subtracting
C. Multiplying
D. Dividing
E. Making change
F. Using measuring devices
G. Reading
H. Writing
I. Talking
J. Lifting
K. Carrying
L. Walking
M. Climbing
N. Balancing
O. Stooping
P. Kneeling
Q. Crouching
R. Standing
S. Sitting
T. Following instructions
U. Using the telephone
V. Using hand tools
W. Operating machines
X. Hearing

20

6) **WORKING CONDITIONS.** Circle the letters that describe the job.

A. Extremely hot
B. Extremely cold
C. Humid
D. Wet
E. Dry
F. Dusty and dirty
G. Noisy
H. Good lighting
I. Good ventilation
J. Tension and pressure
K. Distracting conditions
L. Hazardous
M. Work with others
N. Inside
O. Outside

7) **GENERAL INFORMATION**

A. Part-time — Full-time

B. Supervision — None — Average — Some

C. Hours worked _____

D. Good features of the job _____

_____

E. Poor features of the job _____

_____

JOB ANALYSIS (Cont'd.)

8) WORK ACTIVITIES/WORK SITUATIONS

9) GENERAL EDUCATIONAL DEVELOPMENT/PREPARATION AND TRAINING

10) POSSIBILITY FOR ADAPTATIONS

11) SALARY AND BENEFITS

12) TRAVELING TIME (to and from job)

JOB ANALYSIS

1) JOB TITLE Assembler

2) NAME OF COMPANY Scuba Gear Air Supply, Inc.

3) ADDRESS 3162 Underwater Avenue, Los Angeles

4) TELEPHONE NUMBER (213) 555-3474

5) JOB REQUIREMENTS. Circle the letters of those required.

A. Adding
B. Subtracting
C. Multiplying
D. Dividing
E. Making change
F. Using measuring devices
G. Reading
H. Writing
(I.) Talking
(J.) Lifting
(K.) Carrying
(L.) Walking
M. Climbing
N. Balancing
O. Stooping
P. Kneeling
Q. Crouching
(R.) Standing
(S.) Sitting
(T.) Following instructions
U. Using the telephone
V. Using hand tools
W. Operating machines
X. Hearing
(Y.) Seeing

24

6) WORKING CONDITIONS. Circle the letters that describe the job.

A. Extremely hot
B. Extremely cold
C. Humid
D. Wet
E. Dry
F. Dusty and dirty
G. Noisy
H. Good lighting
I. Good ventilation
J. Tension and pressure
K. Distracting conditions
L. Hazardous
M. Work with others
N. Inside
O. Outside

7) GENERAL INFORMATION

A. Part-time — Full-time

B. Supervision — None — Average — Some

C. Hours worked 8:00 a.m. - 11:30 a.m.

D. Good features of the job friendly place

E. Poor features of the job Only part-time now

22. JOB ANALYSIS (Cont'd.)

8) WORK ACTIVITIES/WORK SITUATIONS Assembling equipment used by firepersons and divers. Worker is required to cut and coil copper tubing. Worker also must solder various parts together. The worker must also install a pressure gauge on the tubing and connect a rubber hose onto the gauge. A plastic casing and a glass casing must be fastened on the pressure gauge. During the process, worker must check for quality. After assembling, the product must be packaged. Packaged products are then carried and stacked for shipment.

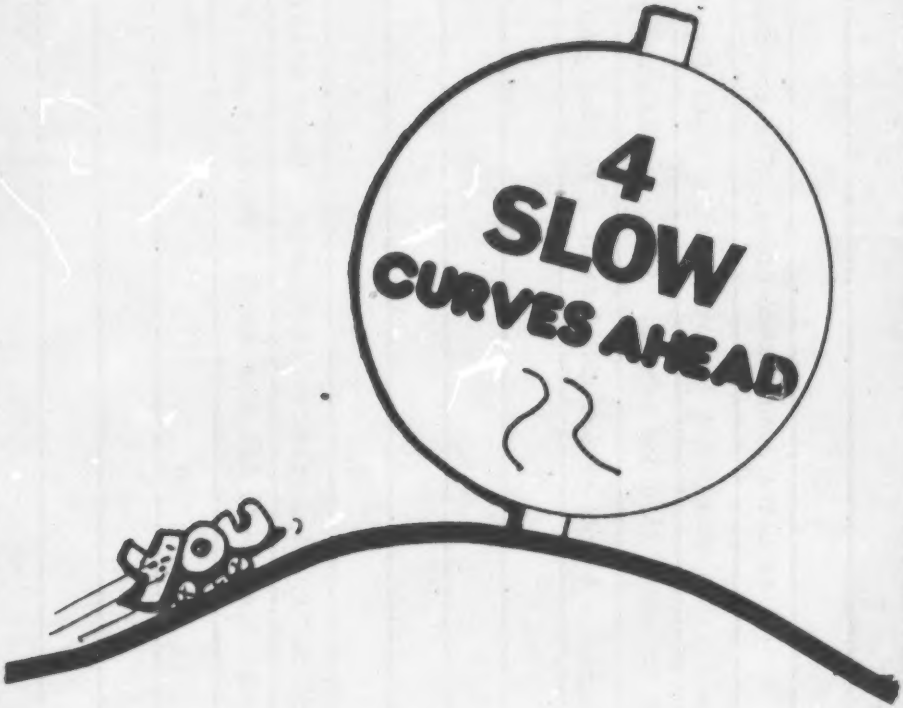
9) GENERAL EDUCATIONAL DEVELOPMENT/PREPARATION AND TRAINING No special background is required for the job. All of the necessary training is done in the plant.

On The Job Training (OJT)

10) POSSIBILITY FOR ADAPTATIONS The job requires good coordination. The job could be adapted to someone confined to a wheelchair if someone else lifts the packaged products and carries them to where they are stored. Sight is required for the job. Hearing is not required. A deaf person could arrange to have instructions written down.

11) SALARY AND BENEFITS $3.50-$5.00/hr., depending on experience. Major medical is available but worker must contribute $35.00 a month. Employer pays the rest.

12) TRAVELING TIME 1½-hours



JOB MODIFICATION

After completing a job analysis, you may find that the job requires certain skills that you have, but aren't able to use in the usual way. This can be a real barrier to employment, unless you look at the job in a more creative way. Sometimes a minor rearrangement of job duties can solve the problem. Some things can be physically rearranged or job duties can be traded with someone else. Other times, the use of an assistive device will allow you to perform a job you may not have considered. This process is called job modification.

Once an employer is interested enough in your ability to do the job, the two of you can discuss any modifications that might be needed. Most modifications are relatively simple. Some may also be useful to other employees. For example, a woman in a wheelchair was hired at a local hospital for rehabilitative medicine. Although many patients were in wheelchairs, the hospital did not have a desk that could accommodate an employee in a wheelchair. It was simple to modify the desk by removing a drawer so the wheelchair would fit. It also called attention to the needs of

some of the patients, who would soon be back in the job market.

An **Assistive Device** is something designed to help you cope with a functional limitation. A functional limitation keeps you from doing a job the way most people do it. For instance, a portable telephone amplifier is an assistive device for someone who has limited hearing. If you have all the skills necessary to be a receptionist, but have a hearing loss, a portable telephone amplifier is a valuable assistive device. Remember Ironsides on TV? He depended on Mark, his driver, until Mark finished law school. Afterwards, Ironsides had his van adapted by installing hand controls. The hand controls are assistive devices.

There are many assistive devices available commercially. This chapter contains the names of several sources for information on available assistive devices. These devices will allow you greater freedom in choosing a career and also assist you in carrying out your daily activities.

In California, the Department of Rehabilitation has set up an **"Information Broker"** program. This service gathers information about equipment to assist in the working world, recreation and home management. There is no charge for this service. In some cases, the broker will be able to answer questions over the phone. When research is necessary, a written response will be mailed.

To make a request, call or write the broker nearest you:

Paige Finnerty
Rancho Los Amigos Hospital
7601 East Imperial Highway, 500 Hut
Downey, CA 90242
(213) 922-8116

Rosemary Murphy
Children's Hospital at Stanford
520 Willow Road
Palo Alto, CA 94304
(415) 327-4800

Another information service dealing with adaptive equipment or assistive devices is called **Accent on Information** in Bloomington, Illinois. It is a computer system that uses the information you give to locate what you need. We received permission from them to include their Search Request Form. You may also want to use the form as a guide when you contact other agencies for information.

The important thing to remember from this chapter is that there are many resources available to you. As you begin to look around for new ways to do things, you may be surprised at the number of assistive devices and job modifications that cost only a little time, effort and imagination. Once you know your specific needs, you can locate what you need to help you.

ACCENT ON INFORMATION SEARCH REQUEST FORM

P.O. Box 700, Bloomington, Illinois 61701

(use a separate form for each question)

Name _____ Age _____ Sex _____

Street _____

City _____ State _____ Zip _____

ACCENT ON INFORMATION is a computerized retrieval system containing information needed to help persons with disabilities to help themselves and live more effectively. AOI files are continually being updated from information being received daily from many sources. Let the resources of AOI do the searching for you and provide you with the kind of information that can help solve problems.

I. Explain your question in your own words. Make your question as specific as possible. Use as much detail as needed to make your question clear.

_____

_____

_____

_____

_____

II. To help us to make a search for the best answers for you, please check ONE of the following which most closely applies to your question as you have stated it above. Be as specific as possible. Check a main category (in all caps) unless a sub-category better fits your situation.

__EATING
__Eating Utensils
__Feeding (Plate to mouth)
__DRINKING Containers
__TOILET
__Bladder
__Bowel Care
__Catheter & Incontinent Devices
__Toilet Seats
__Protective Clothing
__Urinals
__Types of Toilets
__Safety Devices
__BATHING
__Types of Bath Tubs
__Bath Lifts
__Bath Aids
__Safety Devices
__GROOMING
__Teeth
__Hair Care
__Nail Care
__Shaving
__Personal Hygiene
__DRESSING
__Devices to Help Dress
__Fasteners
__CLOTHING (Inner & Outer Garments, Shoes)
__TRANSFER

__HOUSING & ARCHITECTURAL BARRIERS
__Ramps
__Lifts & Elevators
__Stairs & Steps
__Relating to Safety
__Home & Apartment (plans)
__Office (plans & designs)
__Public & Business Buildings
__Lodging (motels, hotels)
__Curbs
__Laws & Legislation
__FURNITURE
__Bed
__Table or Desk
__Chair
__HOME MANAGEMENT
__Food Preparation (cooking aids, methods)
__Food Serving (devices for holding, serving trays, serving utensils)
__Opening Containers
__Cleaning (housecleaning, dishwashing)
__Laundry (washing & drying, ironing)
__Bedmaking
__Shopping
__Child Care
__Sewing

__READING
__Talking Books & Magazines
__Reading Aids
__Braille
__WRITING (writing aids)
__TELEPHONING
__REMOTE CONTROLS
__GAMES
__HANDICRAFTS
__SPORTS
__GARDENING
__EDUCATION
__Correspondence & home training
__Elementary
__High School
__Trade
__College & University
__MARRIAGE & FAMILY
__Marriage
__Birth Control
__Sexuality
__Adoption
__Pregnancy & Having Children
__VOTING
__LAWS & LEGISLATION
__VOCATION
__Home Operated Business
__PRIVATE OR GOVERNMENT ASSISTANCE ORGANIZATIONS
__PERSONAL ADJUSTMENT

__MOBILITY AIDS
__Prosthetics
__Orthotics
__Wheelchairs
__Wheelchair Parts
__Canes & Crutches
__Patient Lifts
__Motorized Wheelchair
__Power Units
__Walkers
__AUTOMOBILE TRAVEL
__Type of Vehicle
__Testing & Licensing
__Driver Training
__Emergency Assistance
__Getting In
__Insurance
__PUBLIC TRANSPORTATION
__Trains
__Planes
__Cabs
__Buses
__Subways
__AUTOMOBILE CONTROLS
__Steering
__Brake
__Lights & Horn
__Accelerator
__Starter
__Door Locks & Handles
__TRAVELING & TOURING (vacations, tours, etc.)

Turn this page over to answer questions on other side

ACCENT ON INFORMATION SEARCH REQUEST FORM (Cont'd.)

Because of AOI's classification system, the following information is requested to help us locate the best answers for you.

III. In your own words, describe your disability and your specific physical limitations.

_____

_____

_____

_____

_____

IVa. Check below those parts of your body that are affected by your disability.

___ neck and head movements
___ one hand
___ both hands
___ one arm
___ both arms
___ one leg
___ both legs
___ other, explain _____

IVb. Which best describes your disability?

___ Some loss of movement
___ Total loss of movement
___ Little or no control of movement
___ Loss of limb or limbs
___ Other, explain _____

V. Enclosed is $12.00 for basic search, which includes up to 25 most recent references. Bill me for photocopies, if any (35¢ for each photocopy page supplied).

When making the above search, send me additional references, if available: _____ up to 25 more; _____ up to 50 more; _____ no limit; to be billed at 8¢ per reference.

Your $12.00 will be returned if AOI has no information on the subject.

The charge for a search is waived for a disabled individual who cannot afford to pay. An important philosophy of ACCENT On Information, Inc., founded in 1956, is that never should the lack of money make it difficult or impossible for any disabled person to be able to get the kind of information that could help that person live more effectively.

ROLE MODELS

This chapter is about working people with disabilities. One of the best ways of finding out about the world of work is to interview people whose job interests you. A book which describes this method in great detail is **What Color is Your Parachute?** by Richard Bolles. Remember, you are not looking for a job now. You are just looking for information. The relaxed setting of an informational interview will also help you to feel more at ease when you go on an actual job interview.

People who are excited about their jobs are willing to share information with you. We call these people **Role Models.** The list in this chapter is only a sample. Anyone you contact from this list can probably give you more names. Soon, you will have developed a network of people who can be helpful. You will also be a role model for other people, as time goes on.

One way to contact a role model is by telephone. Here are some hints that might be helpful:

1) Introduce yourself to the person and say where you got his/her name (from this guide, another person, an organization).

2) Have paper and pencil ready to take notes or, if you have a tape recorder, ask the role model if you can record the conversation.

3) Ask questions from a prepared list. Be ready to answer questions the role model might ask you.

4) Be sure to take time to thank the person for being helpful. Then the role model may be willing to give time to someone else.

If writing a letter to request information from a role model is easier for you, here are some suggestions:

1) State where you got the role model's name.

2) List what you would like to know about the person.

3) Give some information about yourself.

The following is an example of a letter to a role model.

610 Burnside Street
Model City, CA 96345
March 19, 1981

Mr. Joe Smith
3592 Sideburn Avenue
Role City, CA 32410

Dear Mr. Smith,

Your name was listed in a career guidance student handbook as a person who would be willing to help students gather information to make good career decisions.

I am planning on entering a community college in the Fall, but am not sure what courses to take or what career to get into. I like working with my hands—so, am considering vocational training. Electronics interests me. Since you are an electronic technician; maybe you can tell me what your experiences are and how you like it. I am in a wheelchair, but don't think that will be a problem. What do you think? Do you have any suggestions as to what jobs I might train for?

Any information you can give me would be greatly appreciated.

Sincerely,

Jackie Jones

Jackie Jones

Each person on this list of role models has been contacted and is willing to share information about his/her work. You may get some new ideas about what you are able to do by contacting one or more of them.

There may be someone on the list in your field of interest or someone with your particular disability. Several of the role models are available by phone, as well as by mail, and their phone numbers are listed. Chapter 6 lists organizations that can also refer you to a role model.

Dennis Almasy
P.O. Box 827
Yosemite National Park, CA 95389

Dennis is a park ranger at Yosemite National Park. He has multiple sclerosis and does his work from a wheelchair.

Dr. Jeffrey Barsch
Ventura College
4667 Telegraph Road
Ventura, CA 93003
Telephone: (805) 642-3211

Dr. Barsch is a Learning Disability Specialist at Ventura College. He has dyslexia.

Dr. Mari Bull
219 N. Indian Hill
Claremont, CA 91711
Telephone: (714) 624-1725

Dr. Bull is a psychologist who is blind.

Nolan Crabb
967 E. 2800 North
Ogden, UT 84404

Mr. Crabb is currently a journalism student at Brigham Young University and works on the student newspaper, The Daily Universe. He is blind.

Bill Gerrey
c/o Smith Kettlewell Institute of Visual Sciences
2232 Webster Street
San Francisco, CA 94115
Telephone: (415) 561-1677

Mr. Gerrey is a rehabilitation engineer and works on adaptive equipment for the blind. He is blind.

John Goodie
c/o Los Angeles Trade Technical College
400 W. Washington Boulevard
Los Angeles, CA 90015

John assists in teaching the repair of air-cooled engines. He is blind.

JoAnn Haseltine, Program Director
Marin Puzzle People, Inc.
122 Belvedere Drive
Mill Valley, CA 94941
Telephone: (415) 388-4236

Miss Haseltine is a clerk for the U.S. Army Corps of Engineers and is in the Army Reserve. She has a learning disability.

Dr. William Hines
3830 Valle Vista Drive
Chino, CA 91710
Telephone: (714) 597-2539

Dr. Hines is a buyer for Lockheed Aircraft Service Company in Ontario. He has cerebral palsy.

Dr. Frederica Lehmann
9985 Sierra
Fontana, CA 92335
Telephone: (714) 829-5486

Dr. Lehmann is a pediatrician at Kaiser Hospital in Fontana. She had polio as a child and now walks with leg braces and crutches.

Terry Moore
8566 Calabash
Fontana, CA 92335

Mr. Moore is a graduate of the Skadron Business School in San Bernardino and is currently working as a bookkeeper and studying to be an accountant. He has cerebral palsy.

David Pandeli
17318 Fairview
Fontana, CA 92335

Mr. Pandeli is currently a student at Chaffey Community College studying business administration. He has worked in his father's box factory in Fontana. He has spina bifida and works from a wheelchair.

Fred Sinclair
c/o Clearinghouse Depository for the Handicapped
721 Capitol Mall
Sacramento, CA 95814
Telephone: (916) 445-5103

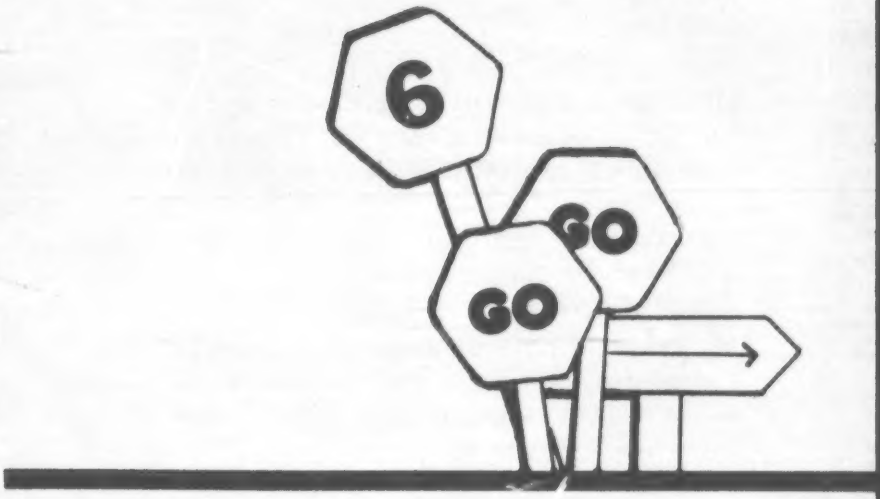
Mr. Sinclair directs the state office that collects and distributes aids and materials for the disabled. He is blind.

Howard Sultan
14695 Carla Jean Drive
Sunnymeade, CA 92388

Mr. Sultan is a computer programmer with the Navy. He is deaf.

Mark Sultan
5978 Courtland Drive
Riverside, CA 92506
Telephone: (714) 686-0282 (TTY)

Mr. Sultan is a machinist with Bourns, Inc. in Riverside. He is deaf. Howard and Mark Sultan are brothers.



RESOURCES FOR FURTHER HELP

This handbook has given you some information necessary to make good career choices. Your job is to choose from these suggestions and find the ones most useful to you. By now, you may be wondering how you can sort it all out.

One way to get more information is to contact an organization that has a more narrow point of view. Over the years, many organizations have been developed by people who saw a special need and wanted to work together. Some organizations have developed around a particular disability group. The National Association for the Deaf or the Association for Children and Adults with Learning Disabilities are two examples. Others, like. the President's Committee on the Employment of the Handicapped, have a common purpose.

This chapter gives you a sample list of organizations. Like the

chapter on Role Models, it is just a way for you to begin making contact with people who can be important in your life. The addresses and telephone numbers included are usually the national headquarters. Ask about local chapters when you contact the organization. Most of them have newsletters or information free of charge.

If you have not written letters or used the telephone much, now is your chance. This chapter will offer tips on writing letters and using the telephone. If an organization has an (800) before the telephone number, that means that it does not cost anything to call. To find out if a group has an (800) number dial 800-555-1212. This information operator can tell you if there is a toll free number. If a telephone number has TTY or TDD after the number, it is set up to receive calls from people who cannot hear or who cannot speak.

Here are telephone conversation tips similar to those found in

Chapter 5.

1) Make a list of questions before you place your call.
2) At the beginning of the call, let the other person know your name.
3) Have a pencil and paper (or recorder) with you so that you will be ready to take any information. Knowing that you have all the tools you need will help you to be less nervous.
4) Be sure the person knows what you want. If it is a booklet or pamphlet, have the title or description written down.
5) Be as clear as you can about your request.

This is another time when it will be helpful to have someone work with you. Practice or role playing sometimes helps you to feel more comfortable.

You may decide to write for information instead of using the telephone. Here are some helpful hints if you are putting a request in writing:

1) If you have the name of a person at the organization, address the letter to him or her. Otherwise, just address the envelope to the organization and begin the letter: "To Whom It May Concern."
2) If you know exactly what you need from the organization, say so. If not, be as clear as you can in describing the kind of thing(s) that you need.
3) Be sure to include in your letter a short statement about why you are writing. The organization can then send all available materials.

Use the sample letter attached as a guide to get the information that you need.

2536 Meadow Lane
Jacuzzi, CA 63452

February 18, 1981

Organization for Parents and Educators
of the Disabled
439 Raft Avenue
Sauna, CA 63455

To Whom It May Concern:

I am a student in my second year at a community college. I am considering becoming a teacher and plan on entering a four-year college next fall to complete the requirements for my degree in education.

I understand that your organization publishes booklets about educators with disabilities and that you have a directory of such people who are willing to be contacted for information about their work. My disability is cerebral palsy and I have difficulty walking.

Could you please send me whatever materials you feel would be useful to someone considering a career in education? Thank you.

Sincerely yours,

Bertram Brooks

Bertram Brooks

1) Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, DC 20007
(202) 337-5220

This is an information center. You may request a list of publications and descriptive literature.

2) ACB—American Council of the Blind
1211 Connecticut Avenue, N.W.
Suite 506
Washington, DC 20036

This organization, primarily of blind persons, is a national clearinghouse on blindness. Descriptive literature is available by request.

3) ACCD—American Coalition of Citizens with Disabilities, Inc.
1200—15th Street, N.W.
No. 201
Washington, DC 20005

ACCD provides a variety of education and training services to people who are disabled.

4) AFL-CIO Human Resource Development Institute (HRDI)
Handicapped Coordinator
AFL-CIO-HRDI
815—16th Street, N.W.
Washington, DC 20006
(202) 638-3914

Helps handicapped people find jobs and helps employers hire handicapped applicants. The staff works with clients on vocational evaluation, job development and placement.

5) American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852

6) Association for Children & Adults with
Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234

7) Association for Retarded Citizens
2709 Avenue E East
P.O. Box 6109
Arlington, TX 76011

8) Closer Look
Box 1492
Washington, DC 20013
(202) 833-4160

A national clearinghouse established for parents of handicapped children. Adults with special needs may request information on employment rights, higher education and groups concerned with disabled adults.

9) Mainstream, Inc.
1200—15th Street, N.W.
Washington, DC 20005

Gives information on federal civil rights laws to employers, disabled individuals and advocates. Toll-free hot line: (800) 424-8089.

10) NAD—National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910
(301) 587-1788

Free information packet by request. Deaf American publication—$6 per year.

11) National Association of the Physically Handicapped, Inc.
76 Elm Street
London, OH 43140

12) National Association for Visually Handicapped
305 East 24th Street
New York, NY 10010

13) National Easter Seal Society for
Crippled Children & Adults
2023 W. Ogden Avenue
Chicago, IL 60612

14) National Library Service for the Blind
& Physically Handicapped
The Library of Congress
Washington, DC 20542
(202) 882-5500

Requires doctor's statement of "a reading disability due to organic dysfunction." Supplies free—recorded books and equipment needed to listen to them.

15) National Network of Learning Disabled Adults
P.O. Box 3130
Richardson, TX 75080

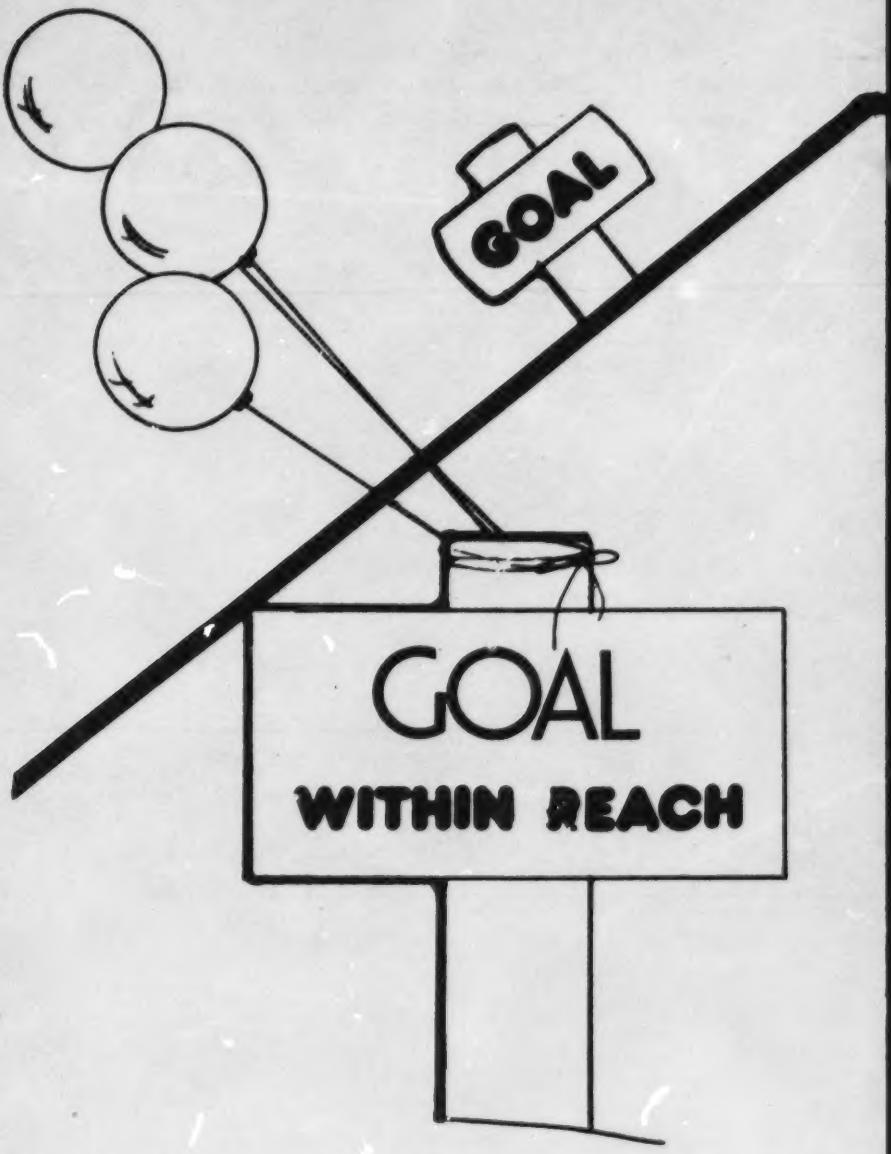
16) Partners in Publishing
P.O. Box 50347
Tulsa, OK 74150

Materials and information for learning disabled students. Write for publication list.

17) RFB—Recording for the Blind, Inc.
215 East 58th Street
New York, NY 10022
(212) 751-0860

Taped educational books for blind and physically handicapped students are available free. Currently, RFB has

over 42,000 titles steadily augmented by the input of over 4,800 trained volunteers in 29 centers around the country. Application forms and descriptive literature are available by request.


GOAL
GOAL
WITHIN REACH

SUMMARY

Finding a satisfying career takes lots of time, energy and good luck. It is worth your effort because it is your life. This career planner is a guidebook. It is meant to be valuable to you at many points in the world of work. We hope you will refer to it often in your career travels.

Here is a brief checklist of the information in this book.

1) **HEALTH INFORMATION**
   Take care of your health and keep your records up-to-date.

2) **VOCATIONAL EVALUATION**
   Now you know more about how important your every day interests, skills and abilities are to the world of work.

3) **JOB ANALYSIS**
   Copy the blank job analysis form as many times as you need to check any new job that interests you.

4) **JOB MODIFICATION**
   When you find a job you would like to do, if only a few changes could be made in it, use the information here to help you find a way to do the job.

5) **ROLE MODELS**
   We know these people are willing to talk to you. Give one of them a call or write a letter.

6) **RESOURCES FOR FURTHER HELP**
   This is a short list of some of the many organizations out there to give assistance to you.